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ABSTRACT

This study compared the enrollment status of Oregon junior college students who had transferred to senior institutions as juniors with data on the same topic from a national study. The following percentages reflect the status of the Oregon students three years after their transfer: 59.4 percent had received their baccalaureate degree; seven per cent were still enrolled; and 33.6 per cent had withdrawn. The figures for transfer students in the national study were 62 per cent, nine per cent, and 29 per cent, respectively. Appended to the study are proposed national guidelines for articulation of community college programs with senior institutions. This includes admissions, evaluation of transfer courses and curriculum planning, as well as guidelines for simultaneous enrollment in college and high school. (MC)

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TRANSFER FROM OREGON COMMUNITY COLLEGES TO INSTITUTIONS OF THE STATE SYSTEM OF HIGHER EDUCATION

Prepared for the
Oregon State Board of Higher Education
Committee on Academic Affairs
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Room 327, College Center, PSC

Mrs. Elizabeth H. Johnson, Chairman
Mr. J. W. Forrester, Jr.
Mr. George H. Layman

Oregon State System of Higher Education

Office of Academic Affairs
November 20, 1968

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 700 076

JUNIOR COLLEGE TRANSFERS

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TRANSFER FROM OREGON COMMUNITY COLLEGES TO INSTITUTIONS OF THE STATE SYSTEM OF HIGHER EDUCATION

A continuing aim of the state system of higher education has been to be of assistance to the Oregon community colleges in the development, at these institutions, of high quality transfer programs, programs which will prepare students beginning their college work in a community college to complete a baccalaureate degree at a four-year institution.

The instrumentality through which this assistance is extended to the community colleges is the state system's community college committee, a five-member group of senior professors representing the faculties of the system institutions. Chairman of the committee is Dr. Miles C. Romney, vice chancellor for academic affairs. Executive secretary is Mrs. Clarethel Kahananui, office of academic affairs. Members of the committee are:

Dr. Howard J. Akers, Professor of Education, Division of Continuing Education
Dr. Floyd B. Albin, Professor of Education and Assistant Dean of Faculty, Oregon College of Education
Dr. Erwin F. Lange, Professor of General Science and Assistant Dean, Division of Science, Portland State College
Dr. Eugene A. Maier, Associate Professor of Mathematics, University of Oregon
Dr. Daniel T. Ordeman, Professor of English, Oregon State University

The state board of higher education adopted policies and procedures for the state system community college committee December 10, 1963. In the statement the Board recognized that the basic criterion of the effectiveness of community college transfer programs was the performance of those actually transferring from these programs.

> The committee's approval of a given course and the instructor therefor is an indication that the committee feels the course is appropriate to a transfer program, and the facilities, including the library and the instructor, are sufficiently comparable to the quality available in the four-year campuses to warrant transfer of credits earned in the course. Final test for both the committee and the community college is the performance of students after transfer to four-year campuses. /Emphasis added./

Once a community college becomes accredited, the committee no longer reviews individual courses and instructors for its transfer

[1] Minutes of the Oregon State Board of Higher Education, Meeting #321, December 9-10, 1963, p. 580.

program.[1] However, the committee continues to maintain liaison with the community colleges and seeks to assist in facilitating the transfer of students to the four-year campuses as may be requested. These services of the committee fall into two categories:

1. The committee seeks to keep the community colleges informed as to changes in the curricula of the four-year institutions through
   a. provision of recommended transfer programs in all major fields of study;
   b. encouragement of intradisciplinary meetings of representatives of the instructional staffs of the two-year and four-year institutions.

2. The committee makes available statistical information concerning the success of transfer students after transfer. This information is collected and maintained for the state system by Mr. Guy Lutz, associate director of institutional research. The information is not only important to the community colleges in assessing the effectiveness of their transfer programs, but is critical to an accurate assessment of the impact of the community colleges on enrollments in state system institutions.

Number of Transfer Students

While the total number of transfer students is relatively small both when compared to total enrollments in the state system and to enrollments in the community colleges' transfer programs, it is increasing rapidly as indicated in Table 1, p. 3.

While Table 1 shows that more than half of the transfer students are coming in at the sophomore level, a review of credit hours transferred reveals that many of these students have actually completed two years of college work but because they have taken lighter than normal loads for one or more terms of their enrollment do not quite have the number of hours required for junior classification. The small number of transfers at the junior level to Portland State College reflects PSC's policy of classifying students at the junior level upon completion of 94 hours of work. Since 93 hours is the maximum that may be transferred from a two-year institution, the few students granted junior standing are exceptions to PSC's general classification policy. For the same reason (lighter than normal study loads) many students who have completed one year of community college are classified as freshmen on transfer.

Table 1 shows the growing numbers of transfer students. Table 2 relates these numbers to overall growth in student populations, both in the system institutions and in the transfer programs of the community colleges. As

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[1]Five of Oregon's twelve community colleges, listed below, are now accredited by the Northwest Association of Secondary and Higher Schools:

Blue Mountain Community College
Central Oregon Community College
Clatsop Community College
Southwestern Oregon Community College
Treasure Valley Community College

TABLE 1

TRANSFERS TO STATE SYSTEM INSTITUTIONS FROM OREGON COMMUNITY COLLEGES
FALL TERM 1965 THROUGH FALL TERM 1968

Institution and Level	1965-66 Fall	1965-66 Total	1966-67 Fall	1966-67 Total	1967-68 Fall	1967-68 Total	1968-69 Fall*
1	2	3	4	5	6	7	8
University of Oregon							
Freshman	.8	14	14	26	33	49	28
Sophomore	29	37	74	93	150	181	154
Junior	17	20	22	27	44	58	74
Total	54	71	110	146	227	288	256
Oregon State University							
Freshman	8	11	13	16	15	29	24
Sophomore	44	52	57	69	81	93	142
Junior	18	21	20	31	26	30	69
Total	70	84	90	116	122	152	235
Portland State College							
Freshman	22	36	35	56	73	103	119
Sophomore	25	32	35	61	117	168	217
Junior	2	3	11	11	3	6	4
Total	49	71	81	128	193	277	340
Oregon College of Education							
Freshman	4	11	9	14	2	10	9
Sophomore	9	11	10	15	29	36	23
Junior	7	8	5	5	24	27	14
Total	20	30	24	34	55	73	46
Southern Oregon College							
Freshman	11	17	10	18	23	35	32
Sophomore	23	29	16	25	32	36	30
Junior	5	7	9	10	15	16	10
Total	39	53	35	53	70	87	72
Eastern Oregon College							
Freshman	2	4	6	11	6	9	21
Sophomore	11	12	22	26	18	25	39
Junior	20	24	21	23	32	37	9
Total	33	40	49	60	56	71	69
Oregon Technical Institute							
Freshman	n.a.	n.a.	n.a.	n.a.	8	12	17
Sophomore	n.a.	n.a.	n.a.	n.a.	-	-	4
Junior	n.a.	n.a.	n.a.	n.a.	13	13	23
Total	12	15	15	19	21	25	44
TOTALS							
Freshman	55	93	87	141	152	235	233
Sophomore	141	173	214	289	427	539	605
Junior	69	83	96	107	144	174	180
O.T.I.	12	15	15	19	21	25	44
Total	277	364	412	556	744	973	1,062
Percent increase over previous year			48.7%	52.7%	80.6%	75.0%	42.7%

*As of October 12, 1968

might be expected, the only stable ratio in Table 2 is the relationship of the numbers of community college students transferring to state system institutions each fall to the previous year's community college transfer enrollment. This has remained fairly constant at around 10 percent. The gradually increasing importance of new Oregon community college transfers in the state system enrollment total reflects the fact that system institutions have been growing at a slower rate than have the transfer programs of the community colleges (lines 3 and 5, Table 2). However, it will be noted, also, that as the community college system becomes established, the growth rates of the two systems are drawing closer together.

TABLE 2

COMMUNITY COLLEGE TRANSFER STUDENTS COMPARED TO STATE SYSTEM AND COMMUNITY COLLEGE ENROLLMENTS[1]

	Fall Term				
	1964	1965	1966	1967	1968
1	2	3	4	5	6
1 Number of New Oregon Community College Transfer Students in State System Institutions	167	274	412	744	1,092
2 Enrollment, State System. . . .	36,354	42,268	44,032	47,291	51,376
3 Percent Increase State System Enrollment Over Previous Year .	-	16.3%	4.2%	7.2%	8.3%
4 Enrollment, Community College Transfer Program	2,242	4,997	7,407	9,831	12,125
5 Percent Increase Community College Enrollment Over Previous Year	-	122.9%	48.2%	29.9%	25.0%
6 NEW Transfer Students as a Percent of TOTAL State System Enrollment	.5%	.7%	.9%	1.6%	2.0%
7 Transfer Students as a Percent of Community College Transfer Program Enrollment of Previous Year . .	-	12.2%	8.1%	10.0%	11.0%

[1]Fall Term headcount as of second week of registration.

Success of Oregon Transfer Students Compared With National Study

The National Study

In 1961 the Center for the Study of Higher Education at the University of California undertook a study of 7,243 junior college transfers in ten states.[1] In all, the study included some 10,000 students, 345 two-year institutions from which they transferred, and 43 four-year colleges and universities. No specification was made of the type or location of the junior colleges from which the students came or when they may have been enrolled. However, the study revealed that 70 percent of the junior colleges were located in the ten states selected for the study and that 90 percent of the students transferred from an in-state college.

A key concern of the study was the success of the transfer student. In the Foreword to the published study, the Center's chairman, Dr. T. R. McConnell, commented:

> If education beyond the fourteenth year is to be assured to students whose aptitude and achievement qualify them for it, community colleges, in addition to their several other functions, will have to prepare students for successful work in the upper divisions of four-year institutions. The importance of the transfer function of community colleges led the Center for the Study of Higher Education . . . to make a nationwide study of the performance of transfer students, and to study the articulation between the two-year and four-year colleges.[2]

And in describing the study, the project directors said:

> . . . The most important single question which the study was designed to answer is believed to be: What is the probability that a student who begins his baccalaureate degree program in a two-year college will complete it if he transfers to a four-year institution? . . .
>
> The first grant from the U. S. Office of Education was for a two-year follow-up study of junior college students who transferred with junior standing and who were classified as full-time students at a four-year institution. A check of the student records two full calendar years after they transferred . . . showed that only 45 percent had graduated. . . . Because of the somewhat ambiguous nature of the findings that fewer than half the transfer students graduated on time, a third-year

[1] Dorothy M. Knoell and Leland L. Medsker, From Junior to Senior College: A National Study of the Transfer Student (Washington, D. C.: American Council on Education, 1965).
[2] Ibid., p. v.

follow-up study was undertaken which included both the nongraduates who were still enrolled and the dropouts who entered other institutions.

After three full calendar years following transfer, 62 percent of the junior college students had been granted their baccalaureate degrees. (See Table 2.) Nine percent were still enrolled and expected to graduate within the next year. . . .

TABLE 2: ENROLLMENT STATUS OF THE JUNIOR COLLEGE STUDENTS THREE YEARS AFTER TRANSFER (In percent)

Sex	Enrollment Status				
	Graduated	Still Enrolled	Dropped Out		
			Voluntary	Dismissed	Total
Men	61	10	17	12	29
Women	64	4	24	8	32
Total	62	9	19	10	29

Attrition among the students who transferred from junior colleges in 1960 was 29 percent. The figure seems rather high, considering that most of the students had already successfully completed two full years of college. However, the finding is tempered by the fact that only 10 percent of the transfer students (or about one-third of the dropouts) were required to withdraw because of unsatisfactory grades. Even among the 10 percent there were many who probably could have continued if they had petitioned for reinstatement under institutional policies which were then in effect.[1]

Oregon Experience

For the first time since the establishment of Oregon community colleges, the system is beginning to get a body of transfer students who have had time to complete a baccalaureate degree program. Students who transferred to system institutions in fall of 1964 have now had four full calendar years following transfer in which to complete their work; those transferring in the fall of 1963 have had three full calendar years.

Students meeting the requisites of the national study, i.e., transferring with junior standing and classified as full-time students number 128. Represented in this group are Central Oregon Community College, Clatsop Community College, Southwestern Oregon Community College, and Treasure Valley Community College, all of which had been in operation long enough to enable students to transfer following two years of study; Blue Mountain Community College, whose transfer program began in 1963-64; and Umpqua Community College, with two students who had transferred to Umpqua with some college work already completed. (It should be noted that the national study included all students transferring with two years of work whether or not all the work had been completed at the college from which they transferred.)

[1] Ibid., pp. 24-25.

For purposes of uniformity, all students with 90 or more hours of college work were included in the study since students with this amount of work are classified as juniors at some of the state system institutions.

Results of the study, tabulated in accordance with the 1962 national study presentation quoted on page 6, are shown in Table 3 below.

TABLE 3

ENROLLMENT STATUS OF OREGON COMMUNITY COLLEGE STUDENTS TRANSFERRING TO STATE SYSTEM INSTITUTIONS THREE YEARS AFTER TRANSFER

Sex	Graduated		Still Enrolled		Dropped Out								Total	
					Good Stdg		Proba		Suspndd		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Men	51	56.0	8*	8.8	11	12.1	6	6.6	15	16.5	32	35.2	91	100.0
Women	25	67.6	1	2.7	9	24.3	0	-	2	5.4	11	29.7	37	100.0
Total	76	59.4	9	7.0	20	15.6	6	4.7	17	13.3	43	33.6	128	100.0

*Four have since graduated (fourth year after transfer).

The results of the Oregon study of the first transfer students from a limited number of very new community colleges compare very well with the national study. After three full calendar years, 59.4 percent (76 students) of the Oregon transfers had received their baccalaureate degrees. This compares with 62 percent in the national study. Another seven percent (nine students) were still enrolled and four of these, all 1964 fall term transfers, have since graduated. The comparable national percentage was nine percent. Attrition among Oregon students was slightly higher than the national experience, with 33.6 percent (43 students) withdrawing before completion of their baccalaureate degree programs. As in the national study, a little more than one-third of these withdrawals were involuntary.

Articulation of Community College Transfer Programs with System Institutions Compared with Nationally Proposed Guidelines

When the American Council on Education published the report Guidelines for Improving Articulation Between Junior and Senior Colleges in 1965, the Board's office prepared for presentation to the Board's Committee on Academic Affairs a brief report which examined the extent and the nature of the articulation of community college courses and programs with those in state system institutions, in the light of the above guidelines. Because of the press of committee business at the time, the report was not then presented to the committee. It has now been updated and is herewith presented.

The Guidelines are the result of work first begun in July 1957 by a committee established by the Association of American Colleges and the American Association of Junior Colleges. In 1958, the American Association of Collegiate Registrars and Admissions Officers joined the committee, which assumed the designation of the Joint Committee on Junior and Senior Colleges.

The committee's stated concern was "that group of students who move from high school graduation into junior colleges, and from junior college graduation into baccalaureate programs at four-year colleges and universities."[1] (Parenthetically it may be noted that it was concern for this group of students that prompted the Oregon legislature to provide that, until the Oregon community colleges become accredited, they must seek approval of the State Board of Higher Education for all courses which the community college would propose to offer for college transfer credit, and the instructors of these courses.)

The joint committee was representative of those most directly concerned with the problems of junior to senior college transfer. Chairman was James L. Wattenbarger, director of the division of community junior colleges, Florida State Department of Education, representing the American Association of Junior Colleges. Also serving on the committee were:[2]

American Association of Junior Colleges

Edmund J. Gleazer, Jr., Executive Director, American Association of Junior Colleges; secretary and ex officio member
Peter Masiko, Jr., President, Miami-Dade Junior College
Edward W. Seay, President, Centenary College for Women

[1] Guidelines for Improving Articulation Between Junior and Senior Colleges. (Washington, D. C.: American Council on Education, 1965), p.3.
[2] Positions are those occupied at the time of appointment to the committee.

American Association of Collegiate Registrars and Admissions Officers

Charles E. Harrell, Registrar, Indiana University; ex officio
Robert G. Sawyer, Director of Admissions, Colby Junior College
R. F. Thomason, Dean of Admissions and Records, University of Tennessee (now deceased)
Clyde Vroman, Director of Admissions, University of Michigan

Association of American Colleges

George H. Armacost, President, University of Redlands
Lloyd M. Bertholf, President, Illinois Wesleyan University
Frederick deW. Bolman, Jr., President, Franklin and Marshall College
Carter Davidson, President, Association of American Colleges; ex officio (now deceased)
Theodore A. Distler, Executive Director, Association of American Colleges; ex officio
H. Ellis Finger, President, Millsaps College
Thomas A. Spragens, President, Centre College of Kentucky

Procedure of the committee was to: (1) develop a statement of guidelines; (2) commission, and serve in an advisory capacity for, a nationwide research study carried out by the Center for the Study of Higher Education at the University of California, Berkeley, to analyze the characteristics of transfer students and their problems;[1] (3) revise the guidelines upon basis of information gained in this study; (4) test the revision in a series of ten state conferences held in the states which participated in the study;[2] and (5) develop the third revision of the guidelines, as published. Financial support for the project was provided by grants from the Esso Education Foundation and the U. S. Office of Education. The American Council on Education has published both the Guidelines statement and a summary of the basic research study.[3]

In the introduction to their publication, the committee suggests:

> The Guidelines are not intended to be a substitute for local and state policies, but instead, a set of principles against which the appropriateness of particular policies can be tested. If the Guidelines are effective in accomplishing this purpose, the situation will be attained in

[1]Dorothy M. Knoell and Leland L. Medsker, Factors Affecting Performance of Students From Two- to Four-Year Colleges and Articulation Between Two-Year and Four-Year Colleges (Berkeley: Center for the Study of Higher Education, University of California, 1964).

[2]California, Florida, Georgia, Illinois, Kansas, Michigan, New York, Pennsylvania, Texas, and Washington.

[3]Dorothy M. Knoell and Leland L. Medsker, From Junior to Senior College: A National Study of the Transfer Student (Washington, D. C., American Council on Education, 1965).

each state whereby students will be able to move through transfer programs with a minimum loss of time and disruption of study.[1]

The guidelines developed by the committee are presented here in serial fashion, with comments on the situation as it pertains in Oregon in respect to the Oregon community colleges and the institutions of the state system of higher education.

I. Admissions

Guideline

1. Public four-year colleges and universities should adopt an over-all C average as the standard for admission from junior collete, provided they can accommodate all applicants who are thus qualified. At the same time:
   a) Efforts should be greatly intensified to counsel students, who qualify but who have a relatively poor chance for success in some institutions or in some programs, toward appropriate institutional and career choices.
   b) If facilities are limited and if quotas for new transfer students are established, priority should be given to the applicants who have the highest probability of academic success after transfer. Except for a few specialized programs, junior college students should be strongly encouraged to complete all of their lower division work before transfer since their probability of subsequent success is thereby improved.
   c) Procedures for reporting the progress of students who transfer between junior and senior colleges should be regularized as one means of improving the counseling of prospective transfer students.

Comment

State system admissions policies for resident students meet the major criterion above. The "C" average (2.00 GPA) is the standard admission requirement for Oregon residents wishing to transfer to one of the six multipurpose institutions of the state system or OTI. Nonresidents must have a slightly higher grade point average (2.25) to transfer to the University of Oregon, Oregon State University, or Portland State College. Students who have completed fewer than 12 credit hours of collegiate work must also meet requirements for admission as freshman students.

Admission to the institution either as a freshman or on transfer does not automatically admit students to all major programs, some of which have special admission and retention requirements. If a student meets requirements for admission to a program, he should, with reasonable diligence,

[1]Guidelines, p. 5.

be able to do the work required. Work completed by transfer students prior to transfer is evaluated carefully so as to place the student in the major program at the point where he will be able to continue his studies with success. If the transfer program is properly designed and conducted, the student successfully completing the program will have an accurate assessment of his abilities and limitations and the academic foundation to complete his major program after transfer without undue disadvantage or loss of time.

Reports from the schools and departments of the system institutions indicate that Oregon community college students who complete recommended transfer curricula (described under Guideline 3, pages 11, 13) have had little difficulty on transfer.

The institutions of the state system have no "quota" applicable to admission of community college transfer students.

The Board's Office of Academic Affairs has collected and made available to the community colleges, annually, information concerning the level of achievement of their students after transfer.

Guideline

2. Performance in a junior college transfer program is the best single predictor of success in a four-year institution and therefore should count most heavily in the admissions decision.
   a) Junior college students who were ineligible to enter a four-year institution at the freshman level because of poor high school records should not be denied admission as transfer students on these grounds. However, as a condition for transfer, they may be expected to make up deficiencies, earn a grade point average in junior college which is above the minimum required for graduation, or both.
   b) Aptitude and achievement test scores may be useful to counselors as supplementary information in assisting junior college students to make wise decisions about transfer. However, applicants who qualify for transfer on the basis of their grades in junior college should not be denied admission because of test scores.

Comment

Practice in the state system institutions is in accord with this criterion. Admission of transfer students (with 12 or more hours of credit) to state system institutions is on the basis of their college grades, as indicated in the discussion of Guideline 1, above. Aptitude and achievement tests are required for placement purposes only as indicated in Table 4, page 12.

Guideline

3. Admission standards should be stated in such a way that junior college students may know at any time whether they will be eligible

TABLE 4

TEST SCORES REQUIRED FOR TRANSFER STUDENTS
BY INSTITUTIONS OF THE OREGON STATE SYSTEM OF HIGHER EDUCATION

Institution	Test Scores Required	
	Students with Less Than 12 Hours Credit[1]	Students with 12 or More Hours Credit
1	2	3
Oregon State University	CEEB SAT	CEEB Achievement Test: Level I Mathematics if no college-level math
University of Oregon	CEEB SAT CEEB Achievement Tests: English, Level I Mathematics, and foreign language if has studied foreign language for two years in high school	None required for students transferring at senior level; others - CEEB SAT or similar acceptable test
Portland State College	CEEB SAT CEEB Achievement Tests: English, Level I Mathematics	None
Oregon College of Education	CEEB SAT CEEB Achievement Test: Level I Mathematics for secondary education majors	None
Eastern Oregon College	None required; prefer SAT or SCAT	None required; prefer SAT or SCAT
Southern Oregon College	None required; prefer SAT or SCAT	None required; prefer SAT or SCAT
Oregon Technical Institute	CEEB SAT CEEB Achievement Tests: English, Mathematics, Science (determined by curriculum)	None required for students who have have completed two full years of college; others: CEEB SAT and CEEB English, Mathematics, Science Achievement Tests as determined by curriculum

[1]Students with fewer than 12 hours of college credit must meet entrance requirements for freshman standing.

to transfer when they complete their lower division program; i.e., standards should be clear and objective.

a) A specific minimum grade point average for transfer should be stated by the receiving institution, as well as any subject-matter and unit requirements which must be met in order to transfer with upper division standing.

b) Junior college students should be strongly encouraged to complete their lower division programs before transfer. However, the requirement of an associate degree as a condition for transfer appears to unduly restrict the mobility of good students between the two types of colleges.

Comment

In Oregon, the Office of Academic Affairs and the state system committee on community colleges have established a highly effective means of informing community college students and community college counselors and instructors concerning both the admissions requirements to specific programs and the precise pattern of courses to be taken in the community colleges to assure smooth transition into advanced study. The state system provides all the community colleges with recommended transfer curricula and course descriptions in approximately 50 different fields which, if properly observed, will enable students to transfer to the major institution at a specified level. Most of these are two-year programs, providing 93 hours of credit. Students following these curricula will complete general education and major requirements as required to enable them to complete the balance of requirements for the four-year baccalaureate degree with an additional two years of study. Where, because of the highly specialized nature of the baccalaureate program, transfer must be made at the end of the freshman year if the student is to complete the program within the normal time period, only a one-year program is recommended. Students may transfer at any time; however, the importance of completing sequences is emphasized, and transfer most commonly occurs at the normal breaking period between academic years. An associate degree is not required for transfer; in fact, the recommended transfer programs, designed as they are to fit into specific baccalaureate degree patterns, do not necessarily meet in every detail associate degree requirements of the individual community colleges. (In some four-year programs, the student must complete basic science courses prerequisite to his major area of specialization during his freshman and sophomore years, if he is to complete upper-division work on schedule. In these programs, required general education courses in the humanities and social sciences may necessarily be delayed until after transfer. To force students in these programs to complete associate degree requirements before transfer would unnecessarily lengthen the time required to complete the baccalaureate degree program.)

Guideline

4. a) Grade point differentials for pairs of junior and senior colleges, and for native and transfer students at various levels, may serve a useful information function. However, they should not be used as a basis for raising grading or admission standards unless there is other evidence to show that standards are

inappropriate; e.g., a very high rate of attrition after transfer.
b) Recommendations from junior college deans or counselors should be determinative only in nonroutine cases; e.g., applicants who barely meet minimum admissions standards for transfer. However, more effective means should be found for transmitting information about transfer students who are capable of honors work, independent study, or leadership roles.
c) In order to receive equitable treatment in competing for housing, financial assistance, and the like, transfer students should be tentatively admitted no later than the beginning of their last term prior to transfer.

Comment

State system institutions meet fully this criterion. As has been stated before, admission of transfer students to institutions of the State System of Higher Education is on the basis of college grades and the same minimum grade point average is required for admission, irrespective of the college from which the student is transferring. It appears reasonable to believe that the community colleges will seek to maintain instructional and grading standards for their transfer students at a level somewhat comparable with those of the four-year institutions to which their students will transfer. To do otherwise would place their students at serious disadvantage after transfer. Thus far, experience indicates that most students transferring from Oregon community colleges to system institutions experience a drop in grades the first term after transfer, but we do not know how much of this is due to a natural adjustment period in transferring away from home to a new and usually much larger campus situation and how much is a reflection of academic difficulties. The state system will continue to cooperate with the community colleges, both accredited and unaccredited, as they seek ways to improve the preparation of students for transfer.

All students are urged to make dormitory housing reservations as early as possible before the opening of the school year. Students do not have to wait until they are admitted before doing so. Community college transfer students have opportunity for financial aid on the same basis as native students. Application for financial aid is not dependent upon formal notification of admission, so the transfer student can determine the financial assistance which will be available to him before he arrives on campus.

Guideline

5. Transfer applicants from new junior colleges should be admitted on the same basis as applicants from regionally accredited colleges, until such time as regular accreditation is appropriate. If accreditation is then denied, or granted and later withdrawn, admission should be on the basis of the particular merits of individual applicants.

Comment

Oregon's unique and highly effective program of coordination of the work in the community college transfer programs with the programs in the state system institutions, insures that the transfer work in the community colleges will, from the day the college opens its doors, be transferable. To all intents and purposes, the state system approval of college transfer courses and transfer course instructors in the community colleges, under ORS 341, bestows upon them instantaneous status and acceptability.

II. Evaluation of Transfer Courses

Guideline

1. The evaluation of transfer courses should serve primarily to inform the individual student how far he has advanced toward his degree objective and what residence and subject requirements must still be met.
   a) If the initial evaluation yields only a gross accounting of the maximum amount and type of credit which may be transferred, the student should be so informed and a precise evaluation should be made as soon thereafter as possible.
   b) All courses taken and passed at the junior college should be made a part of the student's record at the four-year institution for use in advising or making a new evaluation if he changes his major.
   c) The satisfactory completion of an associate degree transfer program should guarantee upper division standing at the time of transfer.

Comment

This criterion is generally observed by the institutions of the state system in respect to all transfer students. The associate degree is not required for transfer, and, indeed, for certain programs may not be the best preparation for continued study, for reasons noted on page 13. Students are classified as freshmen, sophomores, juniors, and seniors according to the number of hours they have completed. The important determination is not the class level in which the student is identified statistically, but how many years will be required after transfer to complete requirements for the baccalaureate degree. Since transfer courses and state system-recommended transfer programs for Oregon community colleges so closely parallel similar work offered on the system campuses, the student who follows the appropriate prescribed transfer program does not have to wait until his work is "evaluated" on the four-year campus to know how far he has progressed toward completion of the baccalaureate program.

Guideline

2. Ideally, no maximum should be placed on the amount of credit which may be transferred from junior college. Four-year institutions may protect the integrity of their degree programs by

adopting an upper division residence requirement which the junior college student must meet after transfer. If some maximum is set:

a) Junior college credit equal to approximately half the baccalaureate degree program should ordinarily be accepted in fulfillment of unit requirements for the degree. The amount of credit normally earned by native students in the various major fields during their first two years may serve as a guide in allowing transfer credit.

b) Subject credit should be given for all junior college courses which satisfy baccalaureate degree requirements, irrespective of any restriction on the amount of credit which may be transferred. However, students may be required to take additional electives or advanced courses in the upper division to satisfy unit requirements for the degree.

Comment

State system institutions do set a maximum on the amount of credit which may be transferred from a community or junior college. This is because the institutions believe that after a student has completed 93 credit hours of college work (approximately one-half the credit required for the baccalaureate degree), the remainder of his work should be completed under the purview of a baccalaureate-degree institution. (This view appears to be quite general among four-year institutions, including state colleges and universities in Washington and California.) After a student has transferred to a four-year institution, he may find it convenient to complete some additional lower-division course work required in his degree program at a community college, perhaps during a summer term at home or in an evening program. This he can do, even after the completion of 93 hours, if he obtains the approval of the appropriate academic requirements committee or office of the four-year institution. This approval should be obtained before the student enrolls for the course in question. Even though he has not obtained approval to transfer credit received in a community college course after completion of 93 hours, the student may receive subject credit for the course toward specific degree requirements. This is not a completely acceptable solution for the student, however, because most need both subject and hours of credit, and every effort is made by the community colleges and by the four-year institutions to be sure that students are informed concerning the necessity of clearing with the four-year institution any community college course in which the student would like to enroll after he has earned 93 credit hours, before enrollment.

Guideline

3. Grades of D earned by transfer students should be evaluated in the receiving institution on the same basis as D grades earned by native students at that institution. However, transfer students may be advised to repeat courses without credit if it is clearly to their advantage to do so in order to make satisfactory progress in their degree programs.

Comment

All but one of the state system institutions grant credit on transfer for work completed with a "D" grade. One institution does not accept "D" credit on transfer from any institution.

Guideline

4. There is now a heightened interest in the use of both standardized and locally devised testing programs as the students progress through their baccalaureate degree programs. The College Entrance Examination Board has established a Council on College-Level Examinations to develop a nationwide program of placement and credit by examination. One of the aims of the program is to expand opportunity for transfer students in institutions which have been reluctant to accept them until now and in areas where transfer credit would ordinarily be denied.

a) Receiving institutions should not require transfer students to take examinations to validate credit earned in junior college courses which the two types of institutions have agreed are parallel or equivalent.

b) Transfer students may reasonably be asked to take achievement examinations, the results of which are used to place them at the appropriate level in various sequences of courses which they may have begun in junior college.

c) Examination results may also be used as a basis for awarding credit or waiving degree requirements for junior college courses which might not otherwise transfer or for out-of-school experiences.

For example:

(1) Junior college courses normally regarded as terminal or offered in vocational programs;

(2) junior college courses which are normally taught at the upper division level by the receiving institution;

(3) academic achievement through out-of-school experience, e.g., overseas travel and job-related training.

Comment

This criterion is consistent with policies of the state system institutions. All of the state system institutions offer the privilege of challenge by examination. However, students transferring from the college transfer programs of Oregon community colleges are not required to validate their credit by examination. As was indicated on page 12 achievement examinations may be required for placement purposes. Many upper-division courses have stated prerequisites which must be met. When there is a question as to whether a transfer student has appropriate background to continue with advanced work with reasonable chance of success, he may be asked to demonstrate his knowledge of the subject in a personal interview or by examination. In some courses, such as music performance studies, all students, both native and transfer, are admitted only on the basis of audition.

Guideline

5. a) Each senior institution should work with the junior colleges from which it receives sizeable numbers of transfers to identify courses that are parallel, equivalent, or otherwise acceptable for transfer. An annual review of courses should be made at the time catalogue copy is prepared or when new courses are developed for which students will expect to receive transfer credit.
b) Senior institutions with subject-matter entrance requirements at the freshman level should make it clear to the junior colleges what is expected of transfer students who had deficiencies when they graduated from high school. It should be specified how, or if, deficiencies must be made up and whether transfer credit will be awarded for make-up courses.
c) Agreements concerning parallel and equivalent courses which are made by junior and senior colleges should be communicated in writing to academic advisers, counselors, admissions officers, registrars, and faculty members, as well as the staff which makes the actual evaluation of transcripts.

Comment

The kind of information suggested in this criterion is gathered, for all the institutions in the system, on a systematic basis by the office of academic affairs and published in a loose-leaf format for the use of community college and high school counselors throughout Oregon. Special meetings of representatives of instructional staffs of the two- and four-year institutions in the individual disciplines are encouraged. For example, conferences of the staffs of the two- and four-year institutions have been held to discuss transfer programs and instruction in health, physical education, and recreation, under the leadership of Dean Arthur A. Esslinger, University of Oregon; home economics, under the leadership of Dean Betty A. Hawthorne, Oregon State University; engineering, under the leadership of Dean George W. Gleeson, Oregon State University; literature, under the leadership of Dr. Charles A. Alva, chairman of humanities at Oregon College of Education; and in chemistry and nursing under the leadership of the state system community college committee. The music administrators of state system institutions, under the leadership of Dean Robert M. Trotter, meet together once or twice each year. Representatives from the community colleges are always invited to these meetings and several attend regularly. Dr. Andrew F. Moursund, head of the department of mathematics at the University of Oregon, directs a summer program, federally funded, which brings together community college mathematics instructors from Oregon and neighboring states for work especially designed to help them improve the quality of instruction in mathematics offered their students, a particularly critical problem in transfer programs because of: 1) the importance of mathematics as prerequisite to advanced work in the sciences and engineering, 2) the shortage of properly prepared persons willing and able to teach mathematics, and 3) the many job opportunities and widespread student interest in the field of mathematics. A number of other programs for the improvement of college instruction are offered in Oregon; for example, National Science

Foundation summer institutes in chemistry and biology at Oregon State University during summer term 1968 under the direction of Dr. David L. Willis, acting head of the general science department, and Dr. A. V. Logan, professor of chemistry, respectively.

Guideline

> 6. The junior and senior colleges should plan together for gifted high school students to insure that any junior college credit earned before high school graduation will be accepted by the four-year institutions. The conditions under which such credit may be earned and transferred should be clearly understood by the high school, the two types of colleges, and the students concerned.

Comment

The Oregon High School-College Relations Council has developed guidelines concerning simultaneous enrollment in high school and college, issued April 26, 1968. A copy of these guidelines is attached to this document as Appendix A, pages 22-28. The guidelines concern primarily the relationship between the college and the high school. They do not speak directly to the transfer of credit from one college to another, which is, apparently, assumed to proceed in a normal manner, a college course being considered a college course, regardless of whether the student held a high school diploma. Inquiry is being made, however, to ascertain if there are any problems in Oregon in this respect which should be reviewed.

Many gifted Oregon high school students earn college credit or qualify for advanced placement in college courses, while in high school, through the Advanced Placement Program of the College Entrance Examination Board. Students may prepare to take advanced placement examinations in a variety of college courses through special advanced placement courses offered as a part of the high school program or through tutorial assistance or independent work. The Advanced Placement Program differs from the situation to which Guideline 5 is addressed in that college credit or placement is awarded not for the completion of course work but rather on the basis of examination scores. A brief description of the Advanced Placement Program in Oregon, as reported by the state department of education, which administers the program, is included in this document as Appendix B, pages 29-30.

III. Curriculum Planning

Guideline

> 1. a) Transfer students should be given the option of satisfying graduation requirements which were in effect in senior colleges at the same time they enrolled as freshmen, subject to conditions or qualifications which apply to native students. The option should be stated explicitly in the catalogue of the senior institution.

b) Senior institutions should notify the junior colleges as early as possible of impending curriculum changes which may affect transfer students. Junior colleges should also advise the senior institutions of proposed changes in their transfer courses and programs. When a change made by the senior institution necessitates some type of change in the junior college, the latter institution should be given sufficient lead time to effect the change with a minimum of disruption.

Comment

In Oregon these problems are resolved by the state system's providing the community colleges annually with up-to-date copies of the recommended transfer programs earlier referred to in this document. Each state system-approved transfer program is approved for guidance of the community college student by the state system dean or department head having jurisdiction over the major program. The office of academic affairs and the state system's community college committee work to keep the community colleges informed concerning developments in the system institutions and provide a central avenue by which the deans and department heads receiving transfer students may alert the community colleges of possible difficulties. The full-time student transferring to the major program for which he has completed a recommended transfer program will be prepared to complete graduation requirements as planned. The part-time student, completing his program a course at a time over a period of years, will need to adjust his program of studies as he goes along to meet changing requirements, just as must the part-time student on the four-year campus.

Guideline

2. Junior college students should be encouraged to choose as early as possible the institution and program into which they expect to transfer. This is essential in order to plan programs which will include all lower division requirements of the senior institution. However, when students are diverted from the institutions of their first choice, the need for flexibility and cooperation among institutions increases markedly.

a) Faculty members in the junior and senior colleges should all work together for the good of the student; for example, to identify common curriculum concerns and experiences which may be built into their respective programs.

b) Flexibility in curriculum matters should be strongly encouraged so that students who have been diverted to the institutions of their second or third choice will not be delayed by differing requirements in completing their degree programs.

Comment

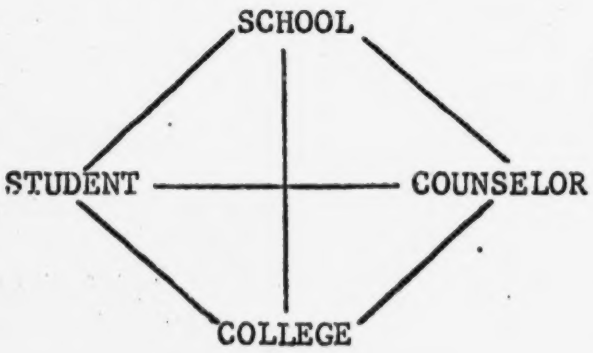
Certainly all state system institutions subscribe to the basic premise of this criterion. The situation described in Sections 2 a) and b) are not applicable to Oregon, since we do not divert students from one institution to another. However, students do change their minds, and in

drawing up transfer programs for the approval of the deans and department heads the office of academic affairs has sought to put into the programs requirements common to the institutions of the system and to leave until after transfer, so far as practical, specialized requirements peculiar to a single institution. This is done both to reduce the number of courses a small community college needs to offer and to permit students to change their minds about the program they wish to follow with as little penalty as possible. Section c) is puzzling. Experimentation with instructional method causes no difficulty, so long as the student obtains from the course those understandings he is supposed to have. However, experimentation with course content might very well seriously penalize the transfer student in those courses prerequisite to advanced work.

APPENDIX A

SIMULTANEOUS ENROLLMENT - HIGH SCHOOL AND COLLEGE

G U I D E L I N E S



OREGON HIGH SCHOOL - COLLEGE RELATIONS COUNCIL

P. O. Box 3175
Eugene, Oregon 97403
April 26, 1968

Publication Number 68 - 1

OREGON HIGH SCHOOL-COLLEGE RELATIONS COUNCIL*

Publication Number 68-1
April 26, 1968

Simultaneous Enrollment - High School and College

FOREWORD

In the fall of 1967, the Oregon High School-College Relations Council was presented a problem not previously explored in Oregon on a state-wide basis: What should be the policy in Oregon in granting credit for work completed at the high school or college level while the student is simultaneously enrolled at both levels?

The problem was put into the hands of an ad hoc committee (members listed below) to be studied thoroughly. Subsequently, the committee submitted the following guidelines which were accepted by the Council at the annual spring meeting on April 26, 1968.

The ad hoc Committee on Dual Credit consisted of:

James B. Ellingson (Chairman)
Director of Secondary Education
State Department of Education

Dale Blauvelt
Counselor
Gresham High School

Richard Lowe
Dean of Students
Clackamas Community College

Robert Tayler
Admissions Officer
Portland State College

Charles Zollinger
Principal
Churchill High School (Eugene)

J. Richard Pizzo (Ex-officio)
Director, Office of High School Relations
Oregon State System of Higher Education

* The Council is comprised of representatives from all Oregon Public and Independent Universities and Colleges, Oregon Association of Secondary School Principals, Oregon Personnel & Guidance Association, Oregon School Activities Association, Oregon School Administrators Association, Oregon School Boards Association, Oregon State Scholarship Commission, Oregon State System of Higher Education. (See inside back cover for current membership.)

Simultaneous Enrollment - High School and College Guidelines

I. PURPOSE

Although most individuals are able to meet their educational needs in the normal chronological scheme within the regular framework of standard institutions, some individuals and some circumstances make it necessary to provide other means to achieve these needs. School dropouts, limited curricular opportunities, unusual talent, and other such exceptions to the norm seem worthy of special consideration. Likewise, it would seem apropos to establish a guideline for schools and colleges to follow in providing for the exceptions.

Such guidelines must be preceded by several basic understandings:

A. The normal sequence of course offerings within the regular structure of the school and college will be satisfactory for the majority and should be protected.

B. It is usually in the best interest of a student to keep him with his chronological age group.

C. It is a waste of time, effort, and talent to set unrealistic barriers, to require repetition, or to otherwise impede the full utilization of educational talent.

D. If exceptions are to be sanctioned, there should be commonality in the treatment of such exceptions.

E. When faced with decisions which constitute a departure from the normal educational process, students (and parents when appropriate) should assume responsibility for their choices.

F. In the best interest of students served, there is a need for ongoing professional dialogue between school and college personnel in matters germane to simultaneous enrollment.

In addition, the individual autonomy of schools and colleges needs to be recognized. Some basic policies to be respected include:

A. High School graduation requirements--course work, attendance, behavior.

B. Normal school discipline and esprit de corps.

C. College degree requirements including normal transferability of completed work.

D. Accreditation requirements at both levels.

II. SIMULTANEOUS ENROLLMENT DEFINED

Generally, simultaneous enrollment is defined as any occasion in which a student is concurrently enrolled at two educational levels at the same time. Specific examples include:

A. A student who has returned to high school for a fifth year to complete high school but finds the school does not provide sufficient curriculum to occupy a full schedule.

B. An exceptional student who finds that his high school does not provide vocational or academic courses at a level commensurate with his ability and previous achievement.

C. A student, who through accelerated courses, summer session college courses, advanced placement, etc., finds the high school inadequate in supplying sufficient curricular offerings to complete a regular schedule.

D. The school dropout, usually an older student, who wishes to complete high school graduation requirements without returning to high school as such.

E. A student who, in the best judgment of the principal, will profit more in being released from part of the regular attendance day or prior to the completion of the normal term requirements in order to pursue education or training elsewhere.

F. A student who purposefully drops out of school (or who is dismissed for disciplinary reasons) and uses correspondence study, G.E.D., or community college attendance in lieu of regular school attendance.

In the first three instances the student would probably be enrolled for the majority of his time in the high school and pursue additional work on a college campus, through D.C.E., or by correspondence study. The fourth case would find the student enrolled in a community college expecting a high school to grant a diploma. The last two cases are self explanatory.

The examples, thus described, give rise to questions such as:

A. May courses completed in any manner (correspondence, attending a college, USAFI) outside the high school be used towards meeting high school graduation requirements?

B. May the same courses be later used towards meeting certificate or degree requirements?

C. How are courses completed outside the high school to be equated with regular high school courses, grade-wise and credit-wise?

D. In meeting college entrance requirements, when are courses treated as college transfer? Included in grade-point-average?

E. How do such procedures satisfy "graduation from a standard high school" requirements?

GOVERNANCE

III. COMMON PRACTICES IN SIMULTANEOUS ENROLLMENT

The following practices involving simultaneous enrollment now occur in the State of Oregon but without uniformity in policies regarding staisfying requirements, transferability of credits, granting of grades, or determination of grades.

A. Contractual arrangements between a high school and a local college to provide programs not available in high school.

B. Released time for a high school student to attend a local college for work not available in the high school.

C. Advanced placement courses and/or examinations for which college credit is granted or degree requirements satisfied.

D. Courses by correspondence, USAFI, or through D.C.E.

E. Summer institutes, workshops, courses.

IV. POLICY

A. Since the responsibility for issuing high school diplomas should continue to be lodged with high schools and should not be extended to other institutions, the evaluation of transcripts for completion of requirements for high school diplomas should be made by high school personnel. (This applies to students of all ages.)

B. Local school officials have considerable autonomy in the evaluation of work taken at other schools as well as outside regular school programs and in the granting of credit toward fulfillment of requirements for high school graduation. In evaluating transcripts of students, administrators <u>shall</u>:[1]

1. Accept ninth-grade work when satisfactorily completed in a standard junior high school on the same basis as when completed in a four-year high school;

2. Accept work completed in accredited secondary schools in other states on the same basis as if the work had been completed in this state;

3. Determine, before acceptance, the value of credits from a non-accredited secondary school;

4. Accept credit for correspondence courses toward graduation requirements provided the correspondence work has been taken from the Division of Continuing Education, of the Oregon State System of Higher Education, or another member of the National University Extension Association.

C. In evaluating work taken outside regular high school programs, high school administrators <u>should</u> follow the following guidelines:

1. Students wishing to enroll in college courses should abtain the approval of the high school principal <u>before</u> enrollment. It is

[1] <u>Minimum Standards for Public Schools</u>, adopted September 14, 1966.

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recommended that principals not approve college enrollment in courses available in the high school.

2. Credit toward high school graduation may be granted for courses taken at the college level.

3. If regular high school credit is granted for college work, the high school may use the following conversion table (this formula is the same used in Washington and California): 10 high school semester hours = 5 college quarter hours.

4. A college course not used for high school graduation should be recorded on the high school transcript and identified as a non-credit entry.

5. Courses established at the college level designed to meet the minimum requirements for high school graduation as outlined on page 8 of the Minimum Standards for Public Schools adopted by the State Board of Education, September 14, 1966, must be taught by certificated teachers and follow the course of study specified by the State Department of Education for that course (institutions may follow the procedure outlined in the standards for public schools in requesting permission to deviate from standards).

D. College admissions officers should admit high school students for matriculation only upon receipt of written approval of the high school principal involved.

E. It is highly recommended that high schools who contract with other agencies for offering experiences to students for which high school credit is given share the responsibility for establishing, maintaining, and evaluating the programs.

F. Students enrolled in Advanced Placement Courses will follow already established practices. (Guideline forthcoming.)

G. Use of GED test results would follow the same policy as in the past. (See State Department of Education communication dated November 1, 1967, entitled "State of Oregon Testing Program for Certificates of Equivalency.")

OREGON HIGH SCHOOL - COLLEGE RELATIONS COUNCIL

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OF TEACHING

APPENDIX B

ADVANCED PLACEMENT IN THE STATE OF OREGON[1]

I The Advanced Placement Program

The Advanced Placement Program begins in a high school when college-level courses are given to selected students of high academic ability and achievement or to able students who have given indication of being highly motivated. The program is administered by the College Entrance Examination Board, but there are no prescriptive rules and regulations, no formal membership requirements, and no compulsory selection criteria for either teachers or students. Course descriptions are provided and professional consultation is available. The College Entrance Examination Board sets and administers examinations based on each of the eleven subject areas offered. Examination grades and supporting material are sent to the college specified by the candidate.

The Advanced Placement Program has grown remarkably since 1955-56 when it came under CEEB. That year 1,229 students from 104 schools took 2,199 examinations and entered 130 colleges. In 1965-66 the numbers had grown to 38,178 students from 2,518 schools who took 50,104 examinations and entered 1,076 colleges. These figures would seem to indicate the growing awareness of the program's contribution to secondary school-college articulation and to appropriate recognition of intellectually capable students.

II The Advanced Placement Program in Oregon

The first major effort to establish the Advanced Placement Program in Oregon occurred in 1960 under the direction of Dr. Roland Bartel of the University of Oregon. With the assistance of a three-year Ford Foundation grant, summer institutes, workshops, and conferences were held. Through Dr. Bartel's leadership, a number of high schools accepted the philosophy of advanced placement and initiated classes to prepare students for the examinations. Cooperating colleges established individual policies for accepting and placing students and provided college instructors as consultants to high school teachers of advanced placement classes.

The administration of this program was transferred to the State Department of Education in 1962, the final year of the Ford Foundation grant, where it is centered at this time. No funds are specifically appropriated for the advanced placement program, so the consultant services offered and the assistance given with fall and spring conferences are done in conjunction with the Educationally Able and Gifted Child Program.

Initial efforts resulted in 241 high school students taking 281 tests in May, 1961. Twenty-nine high schools were represented. The program has grown

[1]Lee G. Wells, Advanced Placement in Oregon: College Policies 1968 (Salem, Oregon: Oregon Board of Education), pp. 1-2.

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slowly through the years until 544 examinations were taken in May, 1967 by 484 students from 49 high schools.

The majority of the candidates have had advanced placement courses, but others may have had honors, special courses, tutorial assistance, or independent work.

In any case, the examinations are based on college-level courses and extensive student preparation beyond the regular secondary school work is expected.

III Oregon Colleges and Universities

College policies on the awarding of credit vary widely. The trend in Oregon is toward a more liberal consideration as experience with the program and with the calibre of student involved increases. Two-year collegiate institutions often hesitate to grant credit for fear it may not be accepted by the four-year institution the student may later attend and thus prove to be a handicap. In some states, many two-year colleges are developing flexible credit granting policies to attract AP students.

The grades reported to the colleges by the CEEB on advanced placement examinations are set by the Committee of Examiners in each subject according to college grading standards. Oregon secondary and college teachers participate in developing the examinations and in the grading process. The grades are reported on a five point scale: 5 - extremely well qualified, 4 - well qualified, 3 - qualified, 2 - possibly qualified, 1 - no recommendation.